

NATIONAL STW OPPORTUNITIES

A REPORT OF THE NATIONAL STW LEARNING CENTER

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Intensify Your STW Initiatives with an Institute

Are you looking for a way to focus your state's STW initiative? To help local partnerships develop strategic action plans? Do you need solid blocks of time to work on STW implementation and sustainability? Consider a STW Institute.

An Institute is a multi-day event focused on the development of strategic action plans to support a community goal, such as employer involvement, school improvement, and local partnership building.

Developed by the National STW Office (NSTWO), the Institute model has several key elements that distinguish it from a conference or workshop. First of all, teamwork is critical — five to ten key stakeholders work in individual teams for most of an Institute. Second, a trained facilitator

works with each of the teams. Third, content faculty (experts in specific STW-related areas) provide "just in time" technical assistance to teams upon request. And fourth, each team leaves an Institute with a product — a tangible result of the Institute planning.

The NSTWO has organized many national STW Institutes, partnered with dozens of States to host Institutes and, this past February, partnered with the Philadelphia School District to host a Community Institute.

Cassandra Jones, Office of Educational and Employment, School District of Philadelphia, called the Institute a "once in a lifetime event." Participants' action plans are currently being used by the Resource Boards tasked with refining and implementing STW in

Philadelphia. Presented to city officials on the last day of the Institute, the action plans have been instrumental to the development of Philadelphia's career clusters, Jones noted.

Gail Quinn, Maryland Department of Education, credited the Maryland STW Institute with expanding its local partnerships to include Welfare-to-Work, Department of Social Services, juvenile justice and others. "They have continued to meet on a regular basis, which is what system-building is all about," she said.

The NSTWO is currently developing an Institute Planning Guide to help states, regions, and communities host their own Institutes. The guide is scheduled to be available by mid-Fall. For more information about Institutes, call the STW Learning Center at 1-800-251-7236.

The National School-to-Work Learning & Information Center, funded through the National School-to-Work Office (NSTWO), is part of a new Federal approach to working in partnership with STW grantees. Intricately linked to the NSTWO, the Center is both one of its strategic means for delivering technical assistance to grantees and its vehicle for disseminating information to the public.

For more information, contact:

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Examples That Work

We are proud to introduce *Examples That Work*, a searchable database of examples contributing to the success of STW (<http://www.stw.ed.gov/cover.htm>). Nominated by state directors of Federal STW grants, the examples are categorized as either effective or promising. Each example

describes methods used to implement 25 specific STW components, featuring an explanation of the activity, evidence of its success, and contact information.

Do you know of a STW example that works? If so, we want to know about it! Send us information about your example, and we'll make cer-

tain you receive an *Example That Works* Matrix. Fill out the request form online at the above address; or send a note via email (stw-lc@ed.gov) or regular mail to the STW Learning Center with your name, occupation, organization, telephone and fax (with area codes), email address, and a brief description of your

practice or program (1 or 2 sentences).

Because *Examples That Work* are nominated by state STW directors, you should submit your nomination directly to your state STW director. The NSTWO expects to announce a call for new effective and promising examples a couple of times each year.

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Effective Example (STW Systems Based on High Academic Standards):

Wisconsin's Youth Apprenticeship (YA) and Skilled Certified Co-op (SCC) programs incorporate high academic standards and performance outcomes. Results of the 1997 YA participant survey indicated that 97% were satisfied with the program; 97% would recommend to other students; 96% are continuing their postsecondary

education; 90% of the employers would recommend the program to other businesses; 90% believe the program is beneficial to their company; 74% of employers offered permanent jobs to graduating youth apprentices. Over two-thirds of youth apprentice graduates remain in their field for at least one year after completion.

Promising Example (Career Awareness and Career Exploration Activities):

The Albuquerque Public Schools' (APS) Join-a-School Program links schools with one or more businesses which develop unique, long term, locally relevant relationships with the school and students. APS has also instituted a program called Hands On/Minds On which centers on using contextual learning modes to create awareness among young students of science, technology,

and their relationship to work. The Join-a-School Program is system wide in APS, and there are more than 250 classes using the Hands On/Minds On material. Vast increases have occurred in the amount of coordination between grade and school levels and between parents and teachers (especially at the elementary level) around career awareness and student worksite experiences.

Tools for Teachers

Welcome to the first of a series of articles featuring highlights from the School-to-Work Website, <http://www.stw.ed.gov/>, and other helpful Internet sites. These articles will assist STW stakeholders to improve their ability to create sustainable STW systems.

As you probably know, our website features free resources on various STW subjects. Resource Bulletins — short descriptions of School-to-Work principles, goals, perspectives, and ideas — can be used as is for informational purposes, or they can also be customized for local needs. Many of our partnerships add local examples, activities, and resources to the list at the end of each Bulletin. Resource Bulletins of particular interest to teachers include:

- ★ Academic Standards and School-to-Work
- ★ Career Pathways in School-to-Work Systems
- ★ Contextual Learning
- ★ Curriculum Integration in School-to-Work Systems
- ★ Leading the School-to-Work Transition
- ★ School-to-Work in Elementary Schools
- ★ School-to-Work in Middle Schools
- ★ School-to-Work and Professional Development for Teachers

- ★ Student Assessment in School-to-Work Systems
- ★ Teacher Internships in School-to-Work

Practical Tools are *action materials* designed to assist with the implementation of STW at the state and local level. The following can be found in the STW online database at <http://www.stw.ed.gov/database/tools.cfm>:

Career Interest/Exploration/Planning

- ★ Career Interest Assessment for Women Webpage
- ★ Career Exploration on the Internet (Elementary, Middle and High Schools)
- ★ Thompson School District Career Education Plan booklets (Colorado)

Curriculum

- ★ Denver Public Schools Applied Math Curriculum
- ★ Project ASPIRE (Internet Training for Teachers)
- ★ STEPS: Support for Teachers Enhancing Performance in Schools
- ★ Teacher Resource Area Lesson Plans (Seattle Public Schools STW)

Job Shadowing

- ★ BellSouth Job Shadowing Program Guide
- ★ Yakama Tribal School Job



Managing the Risks of Work-Based Learning

Are you an employer participating in STW? Do you have questions about what happens when students (often minors) enter your workplace? Are you a school administrator with questions about what happens when students go into the workplace as part of the school curriculum but not under the direct supervision of school personnel? If so, rest easy - we have the answers you want.

The National School-to-Work Office has produced *Managing the Risks of Work-Based Learning*, a guide that examines the process for managing the risks to students, schools, and employers when students go into the workplace. Issues discussed include the risk of: injury to students; harm caused by students in the workplace; and liability for noncompliance with laws related to the employment of minors. With the aid of this resource: schools and employers will be better informed about the necessity and the means of protecting students from harm; more employers will be encouraged to provide work-based learning opportunities; and school districts will be better able to devise risk management plans that address work-based learning and service learning.

You can download a copy of the guide from the STW Internet Gateway at <http://www.stw.ed.gov/products/1264/1264.htm>; or call the STW Learning and Information Center at 1-800-251-7236 and we'll mail you a copy.

Shadow Packet (Yakama, Washington)

Mentoring

- ★ How Do I Become a Mentor?/How Do I Find a Mentor?
- ★ Mentoring: Elements of Effective Practice
- ★ Telementoring Young Women in Science, Engineering and

Computing

General Resources

- ★ Federal Resources for Educational Excellence (FREE)
- ★ Meeting Teachers' Professional Needs for School-to-Work
- ★ Schools of California Online Resources for Educators (SCORE)